

# College of San Mateo

## Curriculum Committee

May 12, 2022 (2:15 p.m.)

<https://smccd.zoom.us/j/82339303967?pwd=NVI0WEtneHdpOThMaExibnRXQmV3QT09>

### MINUTES

#### Members Present

Chair	Christopher Walker
Creative Arts & Social Science	Jeremy Ball
Instruction Design	Julieth Benitez
Kinesiology Division	Shana Young
Language Arts Division	Evan Kaiser, David Laderman
Math/Science Division	Beth LaRochelle, Chris Smith
Student Services	Martin Bednarek, Alex Guiriba

#### Non-Voting Members

Marsha Ramezane, Ada Delaplaine, Alma Gomez

#### Absent/Excused

Business/Technology	Mounjed Moussalem, Lale Yurtseven
Creative Arts & Social Science	Judith Hunt
Distance Education	Donna Eyestone
Library	Matthew Montgomery
ASCSM Student Representative	Brittany Arriharan

#### Non-Voting Member

Mike Holtzclaw

#### Other Attendees

Lia Thomas

Chair, Chris Walker called the meeting to order at 2:17 p.m.

Motion by Martin Bednarek to approve the revised agenda, seconded by Chris Smith, all members voting "Aye." ESL 849 and LIT. 835 were moved from consent to substantive agenda.

#### Action Items

Motion by Martin Bednarek to approve the consent agenda, seconded by Chris Smith, all members voting "Aye."

- **Brown Act Resolution for May 2022**

The Chair informed the group that we don't have information yet on how we will be conducting meetings next year. We are waiting for guidance from the State, and the legal team in the district will interpret it and let us know - most likely sometime in the summer. Jeremy Ball asked if there is any possibility of having hybrid meetings where there are options for in person or Zoom. The Chair replied that there are different versions of legislation going through with specific points on what is and is not allowed so we're just waiting for further guidance. He added that Academic Senate will try a hybrid option for an upcoming meeting, i.e., some people will be physically present in the meeting room in building 10, with a Zoom option for other members or attendees. This could be a test for conducting hybrid meetings. We have already reserved the College Heights conference room for in person meetings next year.

- **Approval of Minutes from the April 28, 2022 meeting**

- **Technical Memo**

- Memo to bank courses
- **Course Modifications**
  - ESL 895 Reading Improvement for Multilingual Students (.5)  
(Change in description)
  - ESL 897 Intermediate Vocabulary for Multilingual Students (.5-1)  
(Change in description)
  - ESL 907 Independent Writing Study – Intermediate ESL (.5-1)  
(Changes in description, SLOs, and texts)
  - ESL 908 Independent Writing Study – Advanced ESL (.5-1)  
(Changes in description, SLOs, and texts)
  - LIT. 804 Twentieth Century Literature (3)  
(New DE Supplement; 6-year update)
  - LIT. 837 Survey of English Literature I (3)  
(6-year update; text update)
  - LIT. 838 Survey of English Literature II (3)  
(New DE Supplement; 6-year update)
- **Program Deactivation**
  - Business Administration – Associate in Science Degree for Transfer  
Chris Smith asked why this degree is being deactivated instead of the local associate’s degree. The Chair replied that the Business Department created a Business Administration 2.0 AS-T version, so this older version is being banked. Ada Delaplaine, Curriculum and Instructional Systems Specialist added that the State has just recently approved the new 2.0 degree; we had waited for State approval before banking the old version.

### Substantive Agenda

*Courses listed on the substantive agenda have been reviewed for listed changes. Though courses on the substantive agenda may have changes in prerequisites and/or recommended preparation, the full committee is expected to review prerequisites and recommended preparations statements for all proposals to ensure compliance with Title V regulations.*

- **Course Modifications**
  - ESL 849 Listening and Speaking Workshop (.5) – **approved with changes in the SLOs and course objectives.**  
*Motion by Evan Kaiser, seconded by Martin Bednarek, all members voting “Aye.”*  
(Change in description)  
Julieth Benitez had a question/comment on the tone of the SLOs and Evan Kaiser updated two of them. The changes also apply to the course objectives. The ESL Department has been on a multi-year effort to reframe some of the deficit-based language, e.g., Non-Native Speakers is now Multilingual Students, accent reduction is now “pronunciation improvement”, and others.
  - LIT. 835 Shakespeare (3) – **approved.** *Motion by Chris Smith, seconded by Martin Bednarek, all members voting “Aye.”*  
(6-year update; changes in SLOs and assignments)  
Chris Smith raised a question on the writing assignment for this course which states that some of the homework is optional. It is different from the assignments in other similar courses where faculty decide whether to assign homework or not. For this class, it looks like the student has the option to decide on whether or not to submit papers and homework, which might not be what we want to convey. Ada explained that this is the 800 version of the Shakespeare class, originally intended for community members, and it is non-degree credit. The expectations from students in the 800 classes are different from those in the regular classes. The 100 and 800 classes are paired and when offered, the courses are cross listed.

### Open Agenda

- AP Exams and Curriculum  
The Biology Departments of the three colleges have had some discussions on AP exams; they are trying to figure out what courses can be applied to AP exams. Some faculty don’t approve of making AP exams equivalent to different Biology courses.

Chris Smith had done some research and he presented some slides. The college's solidarity statement talks about our commitment to fighting racism. Our program review guidance references an equity lens, i.e., an aim to serve students equitably while implementing anti-racist practices. In addition, we have heard from the district about changes to Title 5 for credit for prior learning, with statements that this work is supportive of students. Chris disagrees and he presented data from 2013 that shows percentages of students in California who take AP exams and their corresponding success percentages. There are big equity gaps in AP testing and success among different ethnic groups, e.g., White, Latinos, African American, Native Americans, and Asians and Pacific Islanders. Some groups take AP exams more than other groups, and there are huge discrepancies in the success rates. We are supposed to be seeking opportunity gaps. Chris doesn't think that making AP tests equivalent to a course makes things better for **all** students, and might actually gyp some people out of the game. Based on the graphs, if we say that we will accept an AP test as equivalent to a course, we have to consider whether that is fair to certain groups of people, not only because some groups are not taking APs at the same level as others, but also because some are not successful as other groups. What are we going to do to address equity issues?

Julieth Benitez asked about the possible rationale of people who voted in favor of using AP exams in Biology. Chris Smith replied that the data/information was shared late in the process and things had already been under discussion for a while. Also, while some faculty might have agreed with Chris's view, they just decided to go with the majority.

The Chair explained that AP exams have been around for a long time. The premise is that giving students opportunities to apply AP/ IB, or CLEP credit reduces time and costs to complete degrees. AP exams allow students to skip a class and move on to the next level. In the past, the college has only given students generic elective credit in the area where the course came from. We didn't give them credit exactly for a specific course in the same way that a 4-year university would give direct, specific credit for a course. CSUs went to the community college system and basically said they would like to give students specific course credit instead of general credit; this way, it doesn't have to be done after the student transfers to the CSU. For example, we can say that AP Calculus is equivalent to MATH 251 or AP English is equivalent to ENGL 100, or whatever makes sense for each AP exam. The process that is now being asked is to be more specific about what we do, as opposed to general like what we did in the past. In the case of Biology, if the Biology Department votes "no", it doesn't mean that the AP exam would not be accepted. It would only mean that students get general credit instead of specific credit.

Beth LaRochelle asked how AP success is defined; is it success in the next course in line? Chris Smith explained that students get a number score after taking the AP; success is defined by numbers, e.g., on a scale of 1 to 5, 3 to 5 would be considered as success and can be applied for college credit. Martin Bednarek clarified that AP is generally useful for general education. We accept scores of 3, 4, and 5 to apply APs for college credit. Scores of 3 can be used for GEs; students need scores of 4 or 5 for the majors. It is preferred that students not use AP exams for major courses. It is better for students to actually take their major courses instead of applying APs. Martin thinks that APs give students a good head start but might not work for some courses, e.g., Calculus. If students struggle in some classes because they had used AP scores, they will be unable to move backwards in classes; this is hard to justify. Students are better off taking a course instead of applying an AP exam, unless they know for sure that this will be accepted by the school they will transfer to. Beth LaRochelle added that sometimes, students don't have the needed background in spite of AP scores. The Chair echoed that APs are usually used to give general elective credit. CSUs had worked with community colleges to give specific credit or equivalence to what they think makes sense. AP exams are not viewed on par with SAT or ACT. Jeremy thinks that high schools should use the AP data to reach out to different groups to get higher participation and maybe provide some services to students who don't traditionally go for APs to try to increase success rates. APs became popular as they were promoted to students and to parents who wanted their children to get ahead. The Chair mentioned that some universities have started to put limits on how many APs students can take or use. Some schools are considering not accepting APs going forward.

The Chair believes that it would be worth bringing up the issue of AP exams for discussions within a larger group, and can be considered for future meetings. What do we view as the issues in AP exams? How do issues affect what we do in the college and should we make changes to how we do things? It would not be the first time we make curricular changes based on data on who is benefiting from what is currently in place. We recently made huge changes in curriculum based on AB 705 and data is still being collected. Some people don't even realize that there are inequities in our systems, and we would like to make things more equitable. We are making some progress but we have not completely closed the equity gap.

- Curriculum Handbook  
There have been further outside discussions on Curriculum Committee membership, especially as it applies to the ASLT division. The Chair had presented our recommended revised membership composition to Academic Senate for comments. The group discussed the proposal but it has not been approved yet.

The Chair had also met with the Dean of ASLT and some division representatives, and their recommendations were built into the draft that the Chair presented to the committee. As proposed, each instructional division elects two representatives to the committee. DE elects one Instructional Designer; Library elects one representative. The ID and the Librarian can also serve as the faculty representatives if the division so chooses; but the division also has the option to have other faculty representatives.

Some committee members expressed their concern about the proposed membership composition where ASLT potentially has four votes versus the two votes that most divisions have. The group again discussed some other permutations for ensuring that the committee will have a Librarian and an Instructional Designer and maybe additional ASLT faculty in the future, but still only retain two votes. Teresa Morris feels strongly that Librarians should not be listed as non-voting members of the committee; this might make it look like they have lesser value than other members. Librarians and Instructional Designers actually play important roles in Curriculum Committee: curriculum is the area of expertise of Instructional Designers, and Title 5 calls out the need for Library participation in curriculum.

Chris Smith pointed out that faculty from different divisions can come to Curriculum Committee meetings and speak out at the meeting, but still not have voting rights. The Chair added that the Chair is a voting member, which technically would mean that there are three voting members from the Math and Science division, but the Chair would not be voting as a Math and Science representative. To this, Jeremy Ball added that while he is a division representative, he might not always vote for what might be best for the division; he votes for what he thinks is best for students.

Questions were raised on whether other committee members like the SLO Coordinator should be faculty. The Chair confirmed that one has to be faculty to become the SLO Coordinator. How about the PD Coordinator? Julieth thinks that the PD Coordinator also has to be faculty since one of the skills needed for this position is the ability to work with faculty to determine PD needs.

Several committee members think that ASLT should only have two votes regardless of who the representatives are. Right now, it works with having the Librarian and the Instructional Designer on board. The only other faculty that ASLT has is the Learning Center Manager and the upcoming new Professional Development Coordinator. The ASLT division can work out how to add members to Curriculum Committee while retaining only two votes; maybe votes could rotate among the different members. Many members have served on the committee for a number of years and in all that time, we have only had a limited number of times when voting became an issue. Most of the time, votes are unanimous, with only very rare situations when votes had to be carefully counted to confirm majority. One instance that comes to mind is voting on the approval of IDST 110 – College One. At the time that Ron Andrade had presented the proposal, the ASLT division only had one voting member, the Librarian. The committee had later been reconstituted to add an additional ASLT member, and that was when Ron had been added to the committee.

The Chair will present the group's opinions and discussions at the next Academic Senate meeting, with a note that these are not unanimous.

- Membership for Fall 2022 and Spring 2023
  - Business and Technology: Lale will be teaching Study Abroad in London in the fall and Pete VonBleichert will sub for her. Not sure about Mounjed Moussalem.
  - Math and Science: Beth LaRochelle and Chris Smith
  - Creative Arts and Social Science: Jeremy Ball. Maybe Judith Hunt will still be on.
  - Language Arts. David Laderman will stay. Evan Kaiser will rotate out but he is willing to return in the future.
  - Kinesiology, Athletics, and Dance: Shana Young.
  - Academic Support and Learning Technologies: Julieth Benitez will stay. Not sure about Matt Montgomery.

- Student Services: Alex Guiriba and Gil Perez.

The Chair and committee members thanked and said farewell to two members who are retiring: Martin Bednarek and Alma Gomez.

Meeting adjourned 3:44 p.m.